

AYNOR HIGH

201 Jordanville Rd.
Aynor, SC 29511

GRADES 9-12 High School

ENROLLMENT 618 Students

PRINCIPAL Marion Shaw 843-358-6261

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 9 | 21 | 8 | 2 | 0 |

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Unsatisfactory | N/A |
| 2002 | Excellent | Excellent | N/A |
| 2003 | Excellent | Good | No |
| 2004 | Excellent | Excellent | Yes |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

| | Our School | | | High Schools with Students Like Ours | | |
|---------------------------|-------------------|-------------|-------------|---|-------------|-------------|
| Percent | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Passed 2 subtests | 72.3 | N/A | N/A | 73.5 | N/A | N/A |
| Passed 1 subtest | 12.8 | N/A | N/A | 14.2 | N/A | N/A |
| Passed no subtests | 14.9 | N/A | N/A | 12.6 | N/A | N/A |

EXIT EXAM PASSAGE RATE BY SPRING 2004

| | Our School | High Schools with Students Like Ours |
|----------------|-------------------|---|
| Percent | 98.9% | 93.8% |

ELIGIBILITY FOR LIFE SCHOLARSHIP

| Percent of | Our School | High Schools with Students Like Ours |
|--|-------------------|---|
| Seniors eligible for LIFE Scholarships at four-year institutions* | 12.6 | 12.7 |
| Seniors who met the SAT/ACT requirement | 13.3 | 12.9 |
| Seniors who met the grade point average | 43.0 | 48.6 |

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

| | Our School | High Schools with Students Like Ours |
|---------------------------|-------------------|---|
| Number of Students | 135 | 205 |
| Number of Diplomas | 111 | 149 |
| Rate | 82.2% | 73.4% |

PERFORMANCE BY STUDENT GROUPS

| | Exit Exam Passage Rate by Spring 2004 | | Eligibility for LIFE Scholarship | | Graduation Rate | | |
|--------------------------------|--|-------|-------------------------------------|------|-----------------|------|------------------------|
| | n | % | n | % | n | % | Met State Objective |
| All Students | 93 | 98.9 | 135 | 12.6 | 135 | 82.2 | YES |
| Gender | | | | | | | |
| Male | 43 | 100.0 | 72 | 13.9 | 71 | 74.6 | N/A |
| Female | 50 | 98.0 | 63 | 11.1 | 64 | 90.6 | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 85 | 98.8 | 120 | 13.3 | 121 | 83.5 | N/A |
| African-American | 6 | 100.0 | 13 | 7.7 | 12 | 66.7 | |
| Asian/Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Hispanic | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| American Indian/Alaskan | 0 | N/A | 1 | I/S | 1 | I/S | N/A |
| Racial/Ethnic Group | | | | | | | |
| Non disabled | 81 | 98.8 | 135 | 12.6 | 109 | 91.7 | N/A |
| Disabilities other than speech | 12 | 100.0 | 0 | N/A | 26 | 42.3 | N/A |
| Migrant Status | | | | | | | |
| Migrant | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Non-migrant | 91 | 98.9 | 135 | 12.6 | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Non-Limited English Proficient | 93 | 98.9 | 135 | 12.6 | 135 | 82.2 | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 49 | 98.0 | 58 | 3.4 | 56 | 80.4 | N/A |
| Full-pay meals | 44 | 100.0 | 77 | 19.5 | 79 | 83.5 | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 33.3% | | | | | | | | | |
| All Students | 144 | 97.2 | 18.2 | 29.9 | 31.4 | 20.4 | 62.8 | YES | YES |
| Gender | | | | | | | | | |
| Male | 74 | 95.9 | 27.5 | 20.3 | 31.9 | 20.3 | 62.3 | N/A | N/A |
| Female | 70 | 98.6 | 8.8 | 39.7 | 30.9 | 20.6 | 63.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 129 | 98.4 | 16.1 | 29.0 | 32.3 | 22.6 | 65.3 | YES | YES |
| African-American | 14 | 85.7 | 33.3 | 41.7 | 25.0 | N/A | 41.7 | I/S | I/S |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 113 | 98.2 | 8.2 | 30.0 | 36.4 | 25.5 | 74.5 | N/A | N/A |
| Disabled | 31 | 93.5 | 59.3 | 29.6 | 11.1 | N/A | 14.8 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 144 | 97.2 | 18.2 | 29.9 | 31.4 | 20.4 | 62.8 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 144 | 97.2 | 18.2 | 29.9 | 31.4 | 20.4 | 62.8 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 77 | 96.1 | 23.9 | 38.0 | 28.2 | 9.9 | 52.1 | YES | YES |
| Full-pay meals | 67 | 98.5 | 12.1 | 21.2 | 34.8 | 31.8 | 74.2 | N/A | N/A |
| Mathematics - State Performance Objective = 30.0% | | | | | | | | | |
| All Students | 144 | 97.2 | 19.0 | 17.5 | 32.8 | 30.7 | 71.5 | YES | YES |
| Gender | | | | | | | | | |
| Male | 74 | 95.9 | 21.7 | 13.0 | 27.5 | 37.7 | 68.1 | N/A | N/A |
| Female | 70 | 98.6 | 16.2 | 22.1 | 38.2 | 23.5 | 75.0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 129 | 97.7 | 13.8 | 17.1 | 35.0 | 34.1 | 77.2 | YES | YES |
| African-American | 14 | 92.9 | 61.5 | 23.1 | 15.4 | N/A | 23.1 | I/S | I/S |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 113 | 100.0 | 12.5 | 14.3 | 36.6 | 36.6 | 80.4 | N/A | N/A |
| Disabled | 31 | 87.1 | 48.0 | 32.0 | 16.0 | 4.0 | 32.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 144 | 97.2 | 19.0 | 17.5 | 32.8 | 30.7 | 71.5 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 144 | 97.2 | 19.0 | 17.5 | 32.8 | 30.7 | 71.5 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 77 | 96.1 | 28.2 | 18.3 | 35.2 | 18.3 | 60.6 | YES | YES |
| Full-pay meals | 67 | 98.5 | 9.1 | 16.7 | 30.3 | 43.9 | 83.3 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|-------------------|------------------------------|---|---------------------------|
| Students (n= 618) | | | | |
| Retention rate | 2.4% | Down from 5.8% | 10.3% | 9.1% |
| Attendance rate | 97.1% | Up from 96.6% | 95.8% | 96.0% |
| Eligible for gifted and talented | 11.2% | Down from 13.2% | 4.9% | 5.8% |
| With disabilities other than speech | 16.5% | Up from 14.7% | 12.7% | 12.7% |
| Older than usual for grade | 2.4% | Down from 7.3% | 10.1% | 9.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 5.2% | Down from 7.1% | 1.7% | 1.6% |
| Enrolled in AP/IB programs | 14.8% | Up from 3.3% | 9.4% | 10.2% |
| Successful on AP/IB exams | 49.2% | | 46.4% | 53.8% |
| Annual dropout rate | 2.1% | Up from 0.0% | 3.5% | 2.7% |
| Career/technology students in co-curricular organizations | 18.9% | Down from 19.2% | 5.0% | 3.6% |
| Enrollment in career/technology center courses | 407 | Up from 277 | 407 | 466 |
| Students participating in worked-based experiences | 60.4% | Up from 42.5% | 19.4% | 25.7% |
| Career/technology students mastering core competencies | 73.4% | Up from 72.7% | 75.8% | 77.7% |
| Career/technology completers placed | 100.0% | N/A | 97.9% | 99.3% |
| Teachers (n= 40) | | | | |
| Teachers with advanced degrees | 50.0% | Down from 55.4% | 48.6% | 52.0% |
| Continuing contract teachers | 90.0% | Down from 91.1% | 81.4% | 82.1% |
| Highly qualified teachers** | 91.7% | N/A | 91.0% | 89.5% |
| Teachers with emergency or provisional certificates | 5.4% | | 8.4% | 8.6% |
| Teachers returning from previous year | 84.7% | Down from 93.0% | 84.8% | 86.2% |
| Teacher attendance rate | 94.6% | Up from 94.3% | 94.8% | 95.3% |
| Average teacher salary | \$40,469 | Down 1.7% | \$40,560 | \$41,060 |
| Prof. development days/teacher | 13.5 days | Down from 17.2 days | 10.3 days | 10.6 days |
| School | | | | |
| Principal's years at school | 10.0 | Up from 9.0 | 4.0 | 3.0 |
| Student-teacher ratio in core subjects | 25.8 to 1 | Up from 24.1 to 1 | 27.3 to 1 | 26.4 to 1 |
| Prime instructional time | 90.2% | Up from 89.6% | 89.4% | 90.0% |
| Dollars spent per pupil* | \$7,266 | Up 6.6% | \$6,189 | \$6,310 |
| Percent of expenditures for teacher salaries* | 55.6% | Down from 55.9% | 58.5% | 57.9% |
| Opportunities in the arts | Good | Down from Excellent | Excellent | Excellent |
| Parents attending conferences | 94.4% | Down from 97.5% | 91.8% | 89.3% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Excellent | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Highly qualified teachers in low poverty schools** | 87.9% | 92.0% |
| Highly qualified teachers in high poverty schools** | 92.8% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-04 school year was one of transition for Aynor High School. With the opening of the new Aynor Middle School, we became a 9-12 high school and were able to concentrate our efforts fully on the secondary program. This was the first year of full implementation of the International Baccalaureate program, and we had 19 juniors participate in IB classes. We also expanded our Advanced Placement program to include two additional AP Classes. We hope to continue to expand offerings to allow our students access to the highest quality education available.

With the adjustment of attendance lines between Aynor and Conway attendance areas, we added additional students who were new to our school. Since these students had previously attended a larger school, we worked to make their transition easy and to get to know them so that we could best meet their needs.

We administered both BSAP and HSAP exit exams during the fall and spring and conducted review sessions for students to aid them in passing these important assessments. Since the BSAP exit exam will be phased out with the graduating class of 2005, we worked with students caught between the old and new tests to ensure they were given the best opportunity for success.

Our SAT Team won the Lower State Championship for the third year in a row. We also had a National Merit Scholar finalist, and our graduating class was offered over \$1.4 million in scholarships to use in postsecondary education. Several sports teams won region championships, and our athletic director, Susan Chandler, was named SC Athletic Director of the Year.

As we strive towards the future, we must keep in mind those things that make our school a special place for all. We value the partnership we have with parents and personal care and commitment we feel for every student. Thank you for your support of our efforts.

Darrell W. Ricketts, Principal

Chantrey Murphy, School Improvement Council Chairperson 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 33 | 133 | 8 |
| Percent satisfied with learning environment | 100.0% | 87.9% | I/S |
| Percent satisfied with social and physical environment | 100.0% | 93.1% | I/S |
| Percent satisfied with home-school relations | 100.0% | 86.3% | I/S |

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.